TELEGRAMS "LEX BRADFORD"
TELEGRAMS NH 1874 - 1875

GORDON, HUNTER & DUNCAN

SOLICITORS

W.B. GORDON (NOTARY PUBLIC)

H. H. DUNCANINOTARY PUBLIC.

N MIQUEEN G.

st. Piccadilly. Bradford.

1924?

Dear Miss Kitching.

MISS MASON, DECEASED

Many thanks for yours of 17th and the enclosures. I enclose the engrossment of the Affidavit ready to be completed by Miss Parish. She should attend before a Commissioner (most of the Solizitors in Ambleside are Commissioners) to be sworn. The Commissioners fee will be 4/3d for which we enclose Postal Order.

I have sent a draft Affidavit on the lines you suggested to Mr Costley-White, asking him whether he is disposed to make it.

As regards the Fairfield Mortgage, the deeds should be sent to us in order that we may prepare
the necessary Release. Did you arrange this with the

Solicitors, as mentioned in my previous letter?

for return ofthe applications faithfully,

Wordon

Miss Kitching, The House of Education, AMBLESIDE. Sec Contlined Synopsis. The chief points may be stated as follows & the whole work of the School & of the College: with its Practising School?

Bryking

THE CHILD IS A PERSON with all the powers of mind & body that he will ever have he lacks only knowledge & experience.

Therefore :(a) there is no such thing as the child-mind,

- (b) the child's powers must all be used for, -
 - (I) he has a natural aptitude for knowledge &
- (2) an unlimited power of attention.

 As a corollary to this, in order that his mind may grow it

 must be fed.

Miss Mason's work was to show that these ends were not served by

(I) an education limited to the three:R's

Eplus vocational training for the Workers' child,
or (2) social accomplishments for the child of

the rich

& that they were hindered by,

- (3) oral teaching on the part of the teacher,
- (4) the use of text-books (except in the case of Mathematics & Grammar) which imparted information only.

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For she taught that every child being a person is entitled by birthright to a liberal education, & that a liberal education means

(i) that the mind must be fed with ideas & not information &

(2) that these ideas must touch upon all that concerns the:

nature of child or man.

ThereforeHiss Mason said,-

EDUCATION IS THE SCHENCE OF RELATIONS, - the relation of child or man to God, to himself & his fellow men, & to the natural world around him.

Consequently, a liberal education must be devised to cover all these relationships.

So in 1891 Miss Mason started. The Parents' Union & later in the same year, The Secondary Training College for teachers known as the House of Education inorder to educate children from the age of six & girls up to eighteen upon these lines & then to carry on the education of girls , traing them for any gaardianship of children to which they might be called as parents or teachers, but chiefly as teachers.

The possibilities of Miss Mason's work lay in her discovery of the nature of mind.

Hitherto the the mind has been considered

- (I) as a sac to hold ideas, or,
- (2) a part of a child's nature which could only be examined by means of intelligence tests, so-

called 'child-study'etc.

Whereas Miss Mason taught that mind was , so to speak, a spiritual organism which like the body fed upon suitable food & starved upon unsuitable,

I. that it fed in order to grow (not to know),

- 2. that it could only feed upon vital food, not food that had been prepas or predigested any more than could the body,
- 3. that a literary form & first-hadd knowledge was the only banquet upon which mind could grow.

The accompanying programmes of the Parents'

see thet warred of theet leaple A

Union School & the propspectus of the College shew in detail how all the subjects are covered both in the School & College. #

the work is done by independent study from the very first & does result in the adblity of both children & students to/grasp/amongst other things, to grasp the sense of any passage of varying length according to age; a page: at six years old to six or seven pages at a later age after a single reading.

The students of the College carry out the programmes in the Practising Carchard Conton of Market College when when we 23 dilen are world that school & later in their posts while the thephildren of the conton of t

The students of the College are in great demand, so areat that kept

**BECOLUMN AND BECOME AND BECOME All ex-students are supplied

**With wark however long they have left College. The subject to

**College by 1924 exceed to recover them are afred

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those whom she had trained for the work to continue under those whom she had trained for the work (see the accompanying report issued by the P.M.e.U. for 1923) The Amble side Council has been formed, a Constitution drawn up which becomes considered measurement was slightly revised at the September Connucil Meeting & which will be reatified at the meeting next January. The work is growing.

Already the Collge has more entries than vacincies for January 30HA 1924 & a number of entries for January 1925 while the Parents' Union School shows a steady ancrease in numbers. It is now issuing its